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the desired effect on a real audience than in the rhetorical or exact linguistic form in which the speech may be clothed. His conception is thoroughly dynamic.

The book is very readable and very comprehensive. It ranges, indeed, to amazing extremes of information—from the vocal cords (well described for pupils, by the way) to the Dewey decimal system of library classification. In its examples and its applications it is modern. There is of course no such heresy as to leave out the venerable Burke altogether; but one feels that the author lives, and expects students to live, mainly well toward the end of the first quarter of the twentieth century.

Any live teacher ought to be able to make such a text *go* well. It will not do the work of the instructor or of the class. Very effectively it will enrich an active program of initiatory and habit-forming oral effort; it will not substitute for such effort. The teacher who seeks a textbook for a basis for question-and-answer instruction had better let this (and all oral English!) alone.

C. S. PENDLETON

CHICAGO, ILL.

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#### A CONCRETE ANSWER

The discussion of the teaching of English has recently been so shot through with the terms motivation, project, habituation, socialized recitation, and supervised study that many a puzzled teacher has almost given up in despair. Undoubtedly, since the experts say so, she ought to use all these devices. But unfortunately the experts usually stop without telling her specifically how to do any one of them. Miss McGregor has now come to her aid with a delightfully concrete answer to most of these problems.<sup>1</sup> While her book is called *Supervised Study*, it really covers the whole field of English teaching in the junior high school, and the principles will be easily applied to the senior high school as well.

The whole work of the English teacher is divided into oral English, literature, written composition, and grammar, and chapters on special kinds of skill in English and the use of projects are added as different cross-sections of the task. Under each of these heads there are a very brief general discussion of the total problem and a number of illustrative lessons. These plans are all made for a sixty-minute period, of

<sup>1</sup> *Supervised Study in English for Junior High School Grades.* By LAURA A. MCGREGOR. New York: The Macmillan Co., 1921. Pp. 220.

which approximately half is to be devoted to supervised study. It is clear, however, from the way the lessons are handled that most of this study could easily be done outside of the class and the plans used successfully in schools where shorter recitation periods are the rule. The chief methods of supervising study seem to be: (1) the giving of flexible assignments—a minimum assignment which is required of all, an average assignment which is expected of the majority, and a maximum assignment for the especially brilliant pupils; (2) the careful mapping out before the study period of the methods of study to be used. Miss McGregor has wisely allowed the pupils to take part in this planning for study.

The book is decidedly modern in its point of view. Composition and literature are distinctly separated and the reasons therefore given very briefly but cogently. Composition is to be carried on only when it can be well motivated. Partly as a result of this principle, written composition is to occur perhaps once in two weeks, and then only after it has been well led up to by the teacher. There are abundant drills for the actual formation of habit, the author recognizing that knowledge without actual practice in performance is almost useless. Throughout the work it is clear that teacher and pupils are co-operating.

There are some details which might be criticized. The only exercise which the author will dignify by the name of "project" is some long series of compositions, usually embodied in a booklet, which require most of a semester for execution. The term "socialized recitation" is attached only to that form of procedure in which a student chairman is installed—this, too, in spite of the fact that a really socialized procedure is used throughout.

The literature work might be criticized as a bit soft. The author in working for appreciation has relied too largely upon the question, "Did you like that?" and seems to have minimized in her theoretical discussion the necessity of thought-getting before appreciation is possible. The actual procedures illustrated are somewhat better than the theory. There seems to be something of an overemphasis upon the mechanical division of the lesson period into review, assignment, silent study, verification, and so on, and also upon the evaluation of the factors of study in each lesson planned.

On the whole, the book, both because it is essentially sound and because it is so concrete, will prove one of the most helpful volumes in the recent literature of the teaching of English.

W. W. H.